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PARTIALLY SEEING PROGRAM, 1966-1967.

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THIS ADMINISTRATIVE OUTLINE OF THE PARTIALLY SEEING PROGRAM IN LAKE COUNTY, ILLINOIS, PRESENTS THE DUTIES AND RESPONSIBILITIES OF THE TWO ITINERANT TEACHERS AND THEIR IMMEDIATE SUPERVISORS. THE PROGRAM'S PHILOSOPHY, GOALS, HISTORY AND PLACEMENT IN THE COUNTY'S ORGANIZATIONAL STRUCTURE IS PRESENTED. THE ITINERANT TEACHER'S ADMINISTRATIVE RESPONSIBILITES ARE LISTED. THE ORGANIZATION OF THE PARTIALLY SEEING PROGRAM, INCLUDING ITS ADMINISTRATION AND EACH TEACHER'S DUTIES REGARDING NEW STUDENTS, PROGRAM MATERIALS, SCHEDULES, CASE LOADS, PROGRAM FILES, AND NECESSARY FORMS IS OUTLINED. THE ROLE OF KEY SUPPORTIVE ELEMENTS (SUCH AS OTHER PROFESSIONAL WORKERS, PARENTS, AND VOLUNTEERS) IS DESCRIBED. SPECIFIC INSTRUCTIONS FOR THE ITINERANT STAFF REGARDING COMMUNICATIONS WITH STUDENTS, PARENTS, AND STAFF, APPOINTMENTS, AND PERSONAL CONDUCT IS INCLUDED. (RS)

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SPECIAL EDUCATION DISTRICT

OF

LAKE COUNTY

Partially Seeing Program

1966 - 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Table of Contents

I. PROGRAM PHILOSOPHY AND GOALS

II. PROGRAM HISTORY

III. PROGRAM'S PLACEMENT IN SEDOL'S ORGANIZATIONAL STRUCTURE

IV. ITINERANT TEACHER'S ADMINISTRATIVE RESPONSIBILITIES

V. PARTIALLY SEEING PROGRAM ORGANIZATION

- A. Administration
- B. Program Organization
  1. New Students
  2. Program Materials
  3. Federal Quota System
  4. Schedules and Case Load
  5. Program Files

VI. PROGRAM SUPPORT

- A. Classroom Teacher
- B. Building Principal
- C. SEDOL Administrative Staff
- D. Student's Parents
- E. Volunteers

VII. DIRECTIONS FOR ITINERANT TEACHER

I. PROGRAM PHILOSOPHY AND GOALS

To organize an effective itinerant program, for the partially seeing child, his classroom teacher, his parents, and all other persons who support these key people which will provide the professional services of:

A. Evaluation

B. Recommended plans of action

C. Educational program

D. Counseling

E. Referral

The goal of this comprehensive program is to produce a well adjusted, self-sufficient individual who can make a contribution to society commensurate with his or her abilities.

II. HISTORY OF THE PROGRAM

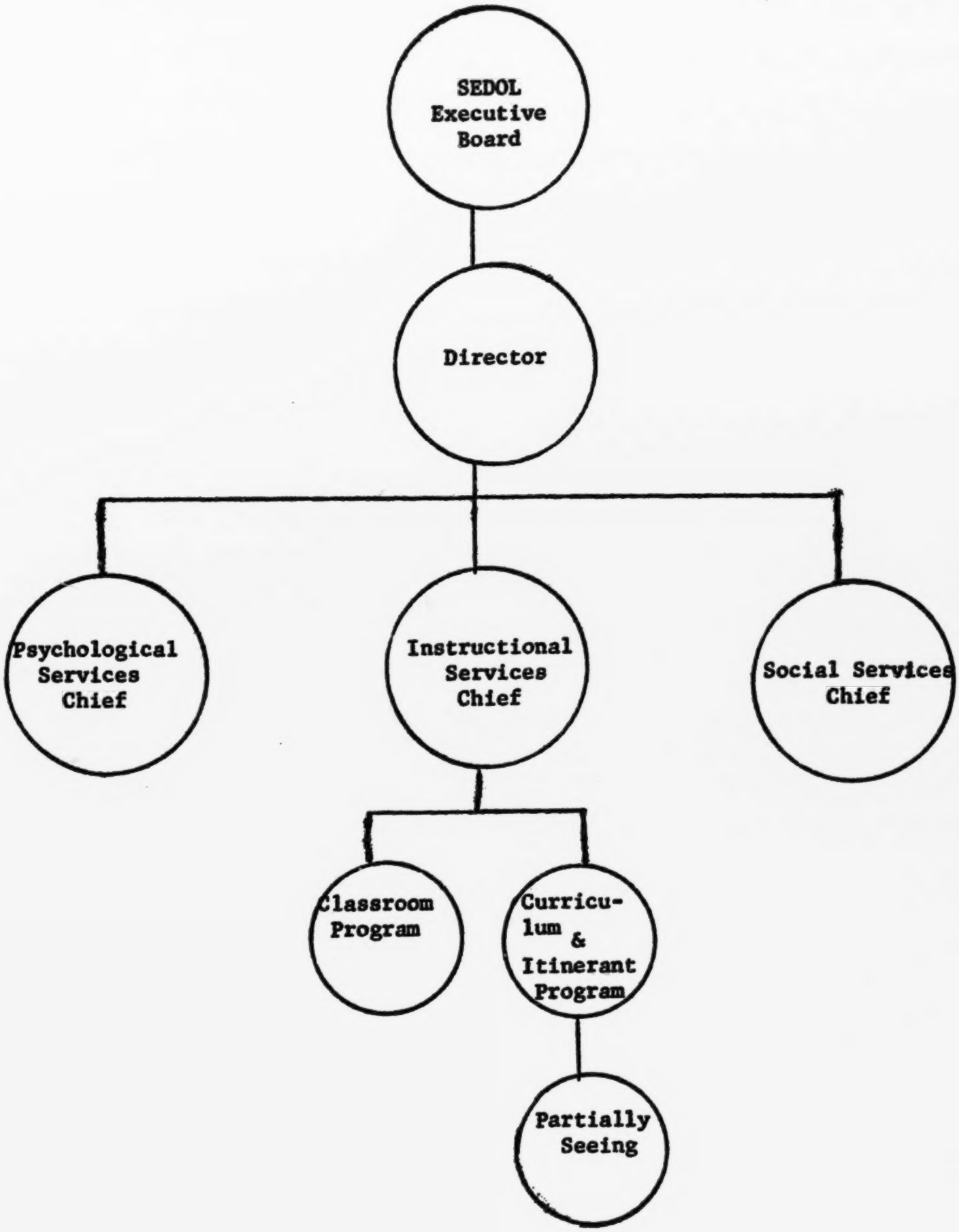
SEDOL was legally established in the school year of 1959-1960 with its program starting in the fall of 1960. SEDOL's partially seeing students were served from 1960 until September 1964 through the services of Miss Arlene Morin, itinerant teacher, of Waukegan District #61. Waukegan District #61 provided Miss Morin's services when her case load and schedule would permit.

In September of 1964 SEDOL hired its first full time teacher of the Partially Seeing. Miss Judith Scheive organized and developed this first program. Miss Scheive was invited and attended a six week summer Institute for Public School Programs for the Partially Seeing at Columbia University in 1965. The school year of 1965-1966 saw further program service and refinement. Miss Scheive resigned because of her forth coming marriage which required her to leave the Lake County area. She has provided an organized outline to facilitate the transfer of the program to the new staff.

September 1966 will see the Partially Seeing Program expand with the addition of another teacher. Miss Susan Flanigan and Miss Marie Johnson will staff the program under the immediate direction of Mrs. Rhoda Diamond.

III. PROGRAM'S PLACEMENT IN SEDOL'S ORGANIZATIONAL STRUCTURE

The Partially Seeing Program is an integral part of SEDOL's structure. Its placement is:



IV. ITINERANT TEACHERS ARE ADMINISTRATIVE RESPONSIBLE TO:

A. SEDOL:

1. Mrs. Rhoda Diamond, Curriculum Supervisor.
2. Mr. Willard Hain, Chief Instructional Services.
3. Mr. L. D. Vuillemot, Director of SEDOL.
4. SEDOL Executive Board.

B. Member District:

1. Building Principal.
2. Superintendent of District.
3. Board of Education.

V. PARTIALLY SEEING PROGRAM'S ORGANIZATION

Structure is necessary for the development of a program resulting in professional services. Structure to be successful must be clearly stated and of sufficient scope and flexibility so that the well trained, thinking, professional person may fully develop his potential.

A. Administration

Staff responsible to Mrs. Rhoda Diamond, through her to Mr. Hain, and through Mr. Hain to the Director.

B. Program Organization

1. New Student's Processing

   a. Referral on a new student is to be assigned to Miss Flanigan.

   b. Miss Flanigan will:

      (1) Schedule a school visit.

      (2) Inform building principal as to time and day to expect her visit.

      (3) Talk to the principal.

      (4) Talk to the teacher.

      (5) Observe the child in the classroom.

      (6) Talk and work with the child.

   c. Miss Flanigan will then:

      (1) Evaluate visual problem from her discipline.

      (2) Determine educational needs.

(3) Determine educational materials needed.

(4) Determine acceptance of handicap by:

(a) Teacher

(b) Child

(c) Peer group

(d) Entire school.

d. Miss Flanigan will then:

(1) Determine the services to be made if the child should be in the Partially Seeing Program.

(a) None.

(b) Provided with materials (Contact Case).

(c) Provided with materials and seen by teacher.

(d) Decide which teacher will see the student.

(2) Inform the Principal of her evaluation. If the student should be a contact case or service case, explain the necessary steps. Then ask for permission to start the next steps. If permission to start is delayed--then the student's case is pending.

e. With permission to render services Miss Flanigan will then:

(1) Send out ocular form and personal data sheet to parents with a letter of explanation.

(2) Make final decision on the child after receiving ocular from the Doctor.

(3) Inform principal as to her recommendation and a carbon copy to the Superintendent.

f. Upon receipt of medical data Miss Flanigan will make the final decision. She will:

(1) Discuss the case with Miss Johnson.

(2) Inform the parents with a carbon copy to the Superintendent and Principal.

(3) Inform the teacher.

(4) If any questions see Mrs. Diamond.

2. Program Materials

a. Full responsibility is given to Miss Johnson.

b. Determine needs:

(1) Miss Johnson determines her needs.

(2) Miss Flanigan determines her needs.

(3) Miss Flanigan gives her orders to Miss Johnson.

(4) Miss Johnson is to discuss needs and recommendations with Mrs. Diamond.

c. Students' books.

(1) Forms are sent out to each student's school in May to determine the needs for the next school year.

(2) Forms should:

(a) Explain their purpose.

(b) Request:

(i) Subject area.

(ii) Grade level.

(iii) Title.

(iv) Author.

(v) Publisher.

(vi) Date of Publication.

(3) Upon receipt of returned forms Miss Johnson will:

(a) Determine possible source of materials.

(b) Order the materials.

(4) Upon receipt of orders:

(a) Check to see that order has been filled correctly.

(b) Stamp books with SEDOL stamp.

(c) Add books to inventory.

(5) Distribute books.

d. Establish and maintain under Mrs. Diamond's direction a library of Partially Seeing books and materials.

e. Maintain an accurate, up to date inventory.

f. For budgeting and problems see Mrs. Diamond.

3. Federal Quota System

The actual filing of quota is done the first Monday in January. This will be assigned to Miss Flanigan. The procedure is:

a. Make sure you have completed, up-to date oculars on all the children.

b. Quota filing forms are obtained from State Division of Special Education. (If these forms are not in your hands by December 1 write or call for them.)

c. Quota forms are completed in duplicate--one sent to Springfield and one for program files.

d. If the child has not been filed on before--attach a photo copy of ocular.

e. Notification from Springfield is sent as to the amount you will be allowed.

f. Orders under quota are completed as follows:

(1) In triplicate, capitals, and double spaced.

(2) Complete the top of sheet as to the type of materials needed. (Large type, braille, etc.)

(3) The orders (2) go to Springfield where they are forwarded to the American Publishing House for the Blind.

(4) Total each order so you can maintain a running account for SEDOL.

4. Schedules and Case Loads cooperatively developed by teachers and Mrs. Diamond.

a. Critical factors to be considered:

(1) Observation of student.

(2) Grade levels.

(3) Geography (distance to travel).

(4) Potential of students.

(5) Intellectual, social, and emotional development of student.

(6) Degree of vision: loss and ability to use remaining vision.

(7) Amount of preparation needed by the teacher.

(8) Individual needs of student.

b. Schedules should include:

(1) Name of school.

(2) School telephone number.

(3) Name of pupil.

(4) Your office hours and telephone number.

c. A copy of your schedule should be given to:

(1) Administrators (Superintendent and Building Principal.)

(2) Classroom teacher.

(3) Pupils and parents.

(4) Central SEDOL office.

d. Parents should be asked to inform the teacher by 8:00 A.M. if their child will be absent.

e. Classroom teachers should be requested to keep you informed of special programs, field trips, etc.

f. It is the teacher's responsibility to see that the school is informed if you are to be absent. Request them to inform the classroom teacher and pupil.

g. Records:
You will maintain an accurate set of records on actual times spent with each student. Please see Miss Scheive's attendance form. This is necessary for billings to the school for your service. If you have any questions, ask.

5. Program files

a. Students.

(1) Establish an up to date folder on each student.

(2) Write an evaluation at the end of the year for:

(a) The principal.

(b) The classroom teacher.

(c) The parents.

(d) Mr. L. D. Vuillemot.

(e) Your files.

(3) Keep a file for oculars.

(4) Retain information data sheet on students.

(5) Establish and maintain file card on each student.

b. Materials

(1) Source of materials--write--ask -- keep up to date.

(2) File on materials available.

(3) File of catalogues.

c. Correspondence.

(1) Establish and maintain correspondence with:

(a) Student. All correspondence should be kpet in each student's program file.

(b) School District.

(c) SEDOL.

(d) State.

(e) Companies

(2) Send thank-you notes to all you do business with or borrow from.

d. Keep a record of all forms sent out.

(1) Develop necessary forms.

(2) Keep extra copies on hand.

(3) Keep a supply of oculars and personal data sheets for future use.

VI. PROGRAM SUPPORT

A program in isolation is inefficient and of poor quality. Any program to be successful must be of a team nature and fully supported by its members. The key supportive elements to an itinerant program are:

A. Classroom Teacher.

The classroom teacher is the most important element of the team. Without cooperation and support here the itinerant teacher's program is seriously weakened. To insure a good program the itinerant teacher must:

1. Communicate:

   a. Her role.

   b. Purpose of program.

2. Establish clearly:

   a. Student's visual problem.

   b. Student's educational needs in reference to his visual problem.

   c. The need for cooperation between the itinerant teacher and classroom teacher:

      (1) Working together.

      (2) Working independently of each other.

   d. Itinerant teacher's responsibilities and those responsibilities of the classroom teacher.

3. Recognize that:

   a. A classroom teacher has full responsibilities for the student.

b. You can learn a good deal concerning teaching from the classroom teacher.

c. A team program means that the special teacher is not "God's gift " to education.

d. All persons concerned have the same goal--to help the student.

B. Building Principal

This experienced educator is the key person in the life of the student, teacher, parent and you. To be effective he must be fully informed by you. He is placed in his position by the Board of Education and is wholly responsible for the total educational program in his building.

C. SEDOL Administrative Staff

These experienced special education personnel are placed in their positions by the SEDOL Executive Board to provide direct support, direction, and supervision. To be effective they must be fully informed by you.

D. Student's Parents

A fully informed supportive parent is a valuable asset. There are two methods of establishing this, through:

1. Contact with a parent of individual students.

   (a) Initial contact that a service can be provided.

   (b) Informed that a service is being provided.

   (c) Parent conference.

2. Parent Organization.

   In October invite all the parents to a general meeting. Also invite the Director, Mr. Hain, and Mrs. Diamond to develop a program with you.

The purpose of this program is to:

(a) Establish contact with the parents.

(b) Explain the program to the parents.

(c) Determine parental interest in getting together.

(d) Establish time and nature of future meetings.

E. Service Clubs.

Lake County communities have a number of service clubs. The Lions Clubs are particularly interested in service to the Partially Seeing and Blind. These clubs and their members are sources of aid and support to an individual student and your program.

It is not SEDOL's philosophy to seek money or gifts to support its program. It is our philosophy to seek support to meet the needs of an individual student and an understanding of our program.

If provided with an opportunity to speak do so. SEDOL administrative staff should be informed and will support you. Inform the building principal and superintendent of your willingness to present a program to P. T. A. or local service clubs.

When you need aid for an individual student that a service club may be desirous of or capable of providing:

1. Contact SEDOL Administrative staff for clearance.
2. Contact Building Principal for permission and leads

F. Volunteers.

We haven't found much need for work by volunteers as a program for the blind would . If a need does exist contact SEDOL administrative staff.

G. Medical Support.

1. Individual Physicians.

Choice of physician is the parent's responsibility. When contacted by letter or phone when needed, inform them fully who you are and what you do.

We have found that we are building up a number of specialists that refer students to our program. When this is done be sure the physician is kept fully informed.

2. Medical Society

This will take time and effort by all concerned staff levels to develop. If contacted please inform SEDOL Administrative staff.

H. State of Illinois

1. Office of Superintendent of Public Instruction's Division of Special Education.

(a) All contacts to or from this Division are to be cleared through the Director.

(b) State Materials Center for Visually Handicapped.

(1) Miss Johnson and Mrs. Diamond will work with this agency.

(2) Any questions, problems, items requiring funds or transfer of owned materials are to be cleared by the Director.

2. Department of Children and Family Service

All contacts with or from this agency are to be cleared through SEDOL's Chief Social Worker, Mr. Hanks.

I. Social Service Agencies.

All contacts with or from all agencies are to be cleared through SEDOL's Chief Social Worker, Mr. Hanks.

VII. ITINERANT STAFF INSTRUCTIONS.

The role of an itinerant teacher is varied, demanding, frustrating, and rewarding. The following instructions have been developed through five years of experience. They have stood the test of time, various staff personnel; and they have been found extremely beneficial for the development and maintenance of (1) a good program, (2) a team program, and (3) good mental health of itinerant teaching personnel.

A. Knowledge of your program goals and philosophy.

B. Need for cooperative team members.

C. Clearly established Roles and responsibilities between team members.

D. Knowledge of student's strengths, weaknesses, needs, and the program design based on these factors.

E. Knowledge of the home and school environment of the student.

F. Clear communication based on items A - E. Communication based on:

1. Personal conferences.

2. Written communication:

a. Letters.

b. Reports.

c. Forms.

d. All letters, reports, etc. regarding a student should have a carbon copy which is for the:

(1) Teacher.

(2) Principal.

(3) Superintendent.

(4) Student's file.

3. Sharing professional literature, brochures, etc. that will make the student's handicap clearer.

The following persons are key people to communicate with:

1. Student.
2. Student's teacher and Principal.
3. SEDOL Administrative staff.
4. Student's parents.
5. Supportive persons and organizations.

Communication is a skillful art. The essential features are:

1. Knowledge of what you are doing and what you want.
2. Clear statements--not blunt or harsh--but clear.
3. Developed abilities to perceive:
   a. Know when you have established your point.
   b. Know when you have not established you point.
4. When you are not sure you understand learn to ask questions. Do not assume you know.
5. Learn to recapitulate problems, point, what was decided, who is going to do what and when, etc.

G. Appointments

1. Be on time. This means five minutes early -- never late.
2. If you see you will be late or absent be sure the school is informed.

H. Try to become part of each school community. Be willing to serve and be willing to attend school functions. Due to your schedule and number of schools you serve this may not be possible. If this is the case, it should be fully explained.

If you sell yourself then you will be able to sell your program.

I. As an itinerant teacher you will serve in a number of school districts and buildings. What you hear and learn in a school district stays there. Do not be part of carrying tales or rumors.

J. Establish and maintain an accurate record system so you can report the services you have performed.